long enough on the job for one to form an estimate of his stewardship. His educational qualifications are excellent and his administration of the University College of Law was beyond criticism. I brought President Bocobo into the University fold in 1911 as a lecturer on law, and in 1917 he succeeded me in the Deanship of the College of Law. Naturally I wish him well.

It may be that those in authority have learned from sad experience of the defects in the University of the Philippines and have provided it with the firm leadership needed to make the University assume the place it should occupy. Let us hope so. Otherwise the State University will follow a vacillating course plunging it into an abyss marking educational failure.

ENGLISH AND THE LANGUAGE PROBLEM[6]

The Filipinos have a flair for languages, and are natural polyglots. The truth is every educated Filipino is compelled by circumstances to be a linguist. Commonly he needs and uses three languages—English, Spanish, and his dialect. He requires a knowledge of English for business, governmental work, and intercourse with Americans, Europeans, Japanese, and others. He requires Spanish for social functions, legal activities, and communications with Spaniards and *mestizos.* His dialect comes to him from his parents and is used in his home, in conversation with his neighbors, and in political campaigns.

The Filipinos, as history shows, were possessed of a written language before the coming of the Spaniards. The difficulty

then was that there was no national unity, and this meant the propagation of numerous dialects. As many as eighty-seven dialects, are spoken in the Islands, while the number of ethnological groups is about twenty-seven. The most important

[6] Section read by Professor Francisco Benitez, Dean of the College of Education, University of the Philippines. See the Monroe Educational Survey of the Philippines (1925), pp. 24 *et seq.*, 127 *et seq.*